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ABSTRACT

Part of a series of publications prepared by Hawaii's state department of education, this report details some of the curriculum development projects in progress during 1979-80. Each project description lists objectives; needs served; products anticipated upon completion as well as at the end of the 1979-80 school year; major activities; number and types of schools, teachers, and students involved; evaluation processes; and contact persons. The projects include, among others, instructional programs for the mentally handicapped, for students of limited English proficiency, on basic skills, and on energy use. (Author/WD)

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EDUCATION & WELFARE
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Experimental, Developmental and Demonstration Programs, Projects and Activities

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EA 013 405

Programs, Projects & Activities

Office of Instructional Services/Development Services & Continuing Education Branch • Department of Education • State of Hawaii
RS 80-6752 • January 1980

The Honorable George R. Ariyoshi
Governor, State of Hawaii

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FOREWORD

The Department has long realized the need to recognize the efforts of the many outstanding teachers, students, and administrators who generate ideas and plans for excellent innovative and exemplary programs, projects, and activities. In addition, it is recognized that there is a need to disseminate information on on-going and developing programs to a greater extent to foster program improvement in the schools. This document is part of a series of publications prepared by the Department in its attempt to mobilize the Department's resources to accomplish the desired outcomes.

Each booklet provides information on innovative and exemplary programs, projects, and activities: the contact person from whom to obtain more information; the target group served; resources needed; where it is offered; and other pertinent information necessary for replication.

Persons using or reviewing this should evaluate its usefulness by providing feedback to their principals, appropriate district staff, or state level personnel.

Charles G. Clark
Superintendent of Education

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Introduction

The Department of Education works diligently to strengthen its ability to meet the challenge of its mission "to provide educational services and opportunities for the development of each child in Hawaii to his/her maximum potential, mentally, physically, and socially in order to be a contributing member of society." To this end, the Department has engaged in a variety of developmental efforts over the years to improve instruction.

This document contains descriptions of some of the curriculum development projects presently in progress. Other projects not reported here will be described in subsequent publications on developmental projects. Although many of the projects reported are multi-year projects, this publication will focus on the activities these projects will be engaged in during 1979-80. Progress reports of major development projects will be reported annually and will include both new and continuation projects.

Each project description includes a statement of its objectives, the needs which resulted in a decision to initiate the project, the products anticipated upon its completion, the products anticipated by the end of the 1979-80 school year, the major activities expected during the life of the project, the number and types of schools, teachers and students involved during the 1979-80 school year, the types of evaluation to be conducted and the person to contact for additional information.

It is our hope that sharing this information will assist districts and schools in knowing what instructional materials and strategies can be expected to become available in the near future and may also serve as a means of soliciting information from the field concerning other high priority instructional needs.

A MODEL TRANSITION PROGRAM FOR AUTISTIC AND BEHAVORALLY DISORDERED CHILDREN

Development Dates: July 1979 to June 1980

Objectives: To establish a model transition program for autistic and behaviorally disordered children at the Special Education Center of Oahu to allow progression from a highly structured behavioral management classroom to other program with less emphasis on managing behavior problems; to establish guidelines for transitional arrangements for SED children, in particular autistic and behaviorally disordered children.

Description: Need - There is a need to train Special Education Teachers and related personnel in working with the autistic and behaviorally disordered children in a competency-based training program. The training will enable the teachers to receive students in a less restrictive environment with a minimum amount of transitional problems.

The project proposes to serve a minimum of 39 individuals.

Products - Products developed will include: development of curriculum materials which will include a resource bank of Judevine Option Sheets; evaluation of students using the Lattice System and Behavioral Characteristics Progression; evaluation of transition model and establishment of guidelines for transitional arrangement for SED children.

Activities - The focus will be comprehensive inservice training for the teachers, diagnostic personnel and parents through lectures, video tapes, programming and working with individual students. Other specific activities will include development of guidelines, evaluation of students, and evaluation of transitional model.

Involvement - The Special Education Center of Oahu is the only school involved at this time. There will be approximately 24 students, 39 staff members and 10 parents to be trained.

Evaluation - The evaluation of the transition program is included within the goals and objectives for the project. The evaluation consists of five (5) parts:

1. Selection and placement of students through parent interviews, video-taped baselines and evaluation using the BCP and Lattice System.

2. Evaluation of Classroom Program through weekly staff meetings; weekly videotaping of class program; in-service evaluation; monthly evaluation by committee; quarterly reports and end of the year reports.

3. Evaluation of Training Program through comparison of pre and post performance, completion of evaluation questionnaire by trainees, continued follow-up and technical assistance visits; staff meetings; and evaluation by independent evaluator.

4. Evaluation of Parent Guidance and Counseling Group through completion of evaluation questionnaire by parents; evaluation by independent evaluator and preparation and submission of narrative reports.

5. Overall Summary of Project's Effectiveness through evaluation of staff, independent evaluator, evaluation committee and summary reports on the effectiveness of the program.

Contact Person: Ms. Fay K. Fraser, District Educational Specialist, Special Education, Honolulu District Office, 4967 Kilauea Avenue, Honolulu, Hawaii 96816

ADULT EDUCATION FOR LIMITED ENGLISH SPEAKING ENROLLEES

Development Dates: October 1979 to June 1980

Objectives: To increase the number of enrollees in the classes for the target groups; to hire interpreters to reduce communication barriers and to improve communication effectiveness.

Description: Need - Senior citizens and new immigrants with limited command of the English language need assistance in the formation of interest classes and in communicating effectively with regular adult education instructors.

Products - None.

Activities - The project will require the hiring of interpreters who will have language competencies of the target groups and who will assist the students in the classes formed.

The immigrant Senior Citizen program will be supported by the Maui County Department of Human Concerns, which will assist with the establishment of the classes and identification of instructors and interpreters. The County will also assist with the dissemination of information on the classes through their Senior Citizen and Immigration Service.

Involvement - Maui Community School for Adults is the project site. A staff of 8 interpreters (20 hours each) using 8 classrooms provide services to a minimum of 96 students needing basic education assistance.

Contact Person: Mrs. Elizabeth J. Medeiros, District Educational Specialist, 54 High Street, (P.O. Box 1070) Wailuku, Maui, Hawaii 96793

COMPETENCY-BASED HIGH SCHOOL CERTIFICATE PROGRAM
PLANNING AND IMPLEMENTATION SEMINARS AND RELATED SERVICES

Development Dates: October 1979 to January 1980

Objectives: To plan and implement the Competency-Based High School Certificate Program in the satellite centers of Waipahu Community School for Adults (including staff identification and selection, and development of evaluation instruments for quality control); to provide technical assistance (including in-service seminars on task force committee organization, revision of curriculum modules, counseling; visitation site of Waipahu Community School (WCS); orientation team services).

Description: Need - While two current alternatives toward acquiring a diploma exist, other alternatives such as the Competency-Based High School Certificate Program (CBHSCP) will provide the adult population desiring a high school diploma a wider choice in expanding opportunities for success.

Products - 150 volumes of the Competency-Based High School Certificate Program Curriculum Guides for administrators interested in planning for and implementing the program (50 copies) and for teachers implementing the program (100 more detailed copies).

Activities - The project objectives and standards will be based initially on the Adult Performance Levels (APL) developed by the University of Texas. APL identifies basic needs/deficiencies in five general knowledge areas--consumer economics, health, government and law, community resources, and occupational knowledge. Competency-based high school level curriculum materials and tests will be developed in these content areas, emphasizing reading, writing, and speaking.

Procedures for the development, implementation and evaluation of this alternative will be formulated by the staff. Major activities will include the following:

- Implementation of CBHSCP at Waipahu Community School which serves as visitation site.
- In-service seminars.
- Dissemination Services.
- Technical assistance services.
- Collation and distribution of guides.

Involvement - Waipahu Community School for Adults and satellite classes are involved. A staff of 22 teachers and 11 supervisors are assisting students desiring a high school diploma.

Evaluation - Effectiveness will be measured by the extent to which adult students can qualify on the competency-based test and the overall effectiveness and general acceptance of this alternative approach to high school completion. Evaluation activities will include taking the APL test, keeping records, assessing student progress through anecdotal writings, and self-evaluation whenever appropriate.

Contact Person: Mr. Wilfred Nakamura, Principal, Waipahu Community School, 94-1211 Farrington Highway, Waipahu, Hawaii 96797

DEVELOPMENT AND PRODUCTION OF MEDIA MATERIALS
FOR MENTALLY HANDICAPPED STUDENTS - POHUKAINA SCHOOL

Development Dates: July 1, 1979 to June 30, 1980

Objectives: To develop and produce media materials relating to the Data Based Classroom Teaching Model in the following areas:

1) Staff Orientation and Training Program
2) Educational Assistant Training Program
3) Volunteer Training Program
4) Parent Education and Home Training Program

To develop and produce media materials relating to the concepts utilized in the Data Based Classroom Teaching Model, including the following:

1) Behavior modification techniques and strategies
2) Prescriptive curriculum and individualized programming of students
3) Utilization of volunteers and para-professionals in the classroom
4) The role of and techniques of home training by parents

To incorporate the developed materials into a dissemination kit for distribution to other schools and agencies.

Description: Need - The Data Based Classroom Teaching model has been implemented on a demonstration basis in classrooms at Pohukaina School and the results suggest that the model is a most effective one, particularly in dealing with the severely mentally retarded student. The applicability of the model to regular programs may provide similar results. Roles and responsibilities of personnel working in the classrooms are unique and require separate training programs for each. Presently, the training program for teachers requires a minimum of 35 hours with additional time being devoted to outside assignments. Time and cost preclude more widespread training of in-service personnel in the implementation of the model. In this regard, the intent of the project is to develop training materials to expedite the training process and to broaden the involvement of people throughout the state. The target groups are Special Education teachers, Educational Assistants serving special education classrooms, volunteers in Special Education students.

Products - The products will be video-tapes, slide/tape presentations delineating the various components of the teaching model, together with printed material relating to various concepts incorporated into the training materials. Four specific training programs are to be produced, as stipulated in the objectives above.

Activities - Activities will include the development and use of materials in the orientation and training of Special Education teachers, para-professionals, volunteers and parents; incorporation of materials developed into a dissemination kit; development of user questionnaries for each unit developed to obtain feedback data which will assist in improving the units and to determine their effectiveness; and the development of appropriate assessment instruments for each training unit to determine mastery levels attained by each training participant in each of the training activities.

Involvement - Selected Special Education teachers presently in service will be involved but no specific grade level will be targeted since the teaching model is appropriate for ungraded situations.

Evaluation - Evaluation will be based on the data secured through assessment instruments for each training unit, as indicated in the activity section above.

Contact Person: Mr. Francis M. Hatanaka, Principal, Pohukaina School, 685 Pohukaina Street, Honolulu, Hawaii 96813

MAILI COASTAL AWARENESS MODULE

Development Dates: Fall 1978 to Fall 1980

Objectives: To develop a viable Grade 4 Coastal Awareness instructional module.

Description:

Need - Existing elementary instructional materials relevant to Hawaii's unique insular environment are extremely limited. This project was initiated to provide materials which will help fourth grade students become aware of Hawaii's coastal environment, develop knowledge of various aspects of the marine environment, develop marine-related survival skills, and become committed to living in harmony with the environment.

Products - The final product of this project will be a set of instructional materials for fourth grade students entitled MAILI COASTAL AWARENESS MODULE.

Activities - Preliminary development of the instructional activities described in the module began at Maili Elementary School in the fall of 1978 and continued throughout the 1978-79 school year. Utilizing the results of these activities, a writing team produced a draft of the instructional module during the summer of 1979. This draft has been printed under the title HO'I ANA IKE KAI and is being pilot-tested during the 1979-80 school year. Inservice training will be provided for those teachers participating in the pilot-test. Evaluative comments collected from these teachers will be used to revise the module during the summer of 1980. Final printing of the module is projected for fall, 1980.

Involvement - Material development was initiated by the Maili Elementary School Staff. The primary pilot-testing site is also Maili Elementary School. All fourth grade students and teachers at Maili (approximately 130 students, 5 teachers) will be involved in the pilot test. Other public and private elementary schools have been offered the opportunity to participate in the pilot; however, an exact number of actual participants is unavailable at this time.

Evaluation - Student learning outcomes will be measured by both a pre- and post-test provided in the module and by teacher evaluation of the students' performance in the culminating activity, Boat Day, in which students use knowledge and skills gained in previous activities to construct a mock canoe and simulate a voyage from Polynesia to Hawaii.

Contact Person: Miss Violet Todoki, District Educational Specialist, Leeward District Office, 94-366 Pupupani Street, Waipahu, Hawaii 96797

PLAN FOR NUTRITION EDUCATION AND TRAINING IN HAWAII
PRESCHOOL-GRADE 12

Development Dates: July 6, 1978 to September 30, 1980

Objective: To provide students of both public and private non-profit schools, K-12, and pre-school children in non-profit child care institutions with opportunities to learn about food and nutrition and the relationship of nutrition to health through the development of a State Plan for Nutrition Education and Training in Hawaii, Preschool-Grade 12.

Description: Need - The U.S. Congress established the Nutrition Education and Training Program through Public Law 95-166, Section 19 to create opportunities for children to learn about the importance of the principles of good nutrition in their daily lives and how these principles are applied in the school food service.

A needs assessment is presently underway in Hawaii and is scheduled to be completed in April, 1980. Some preliminary results to date indicate that 1) there is need for training in nutrition education for teachers, school nurses and food personnel; 2) nutrition education is not being adequately taught in about one-third of all schools surveyed; and 3) there are significant nutrition-related problems among students, including snacking on empty calorie foods, making poor food choices, skipping meals, and practicing eating habits that promote dental problems.

Products - Based on the conclusion and recommendations of the needs assessment, a State Plan for Nutrition Education and Training for Hawaii, Preschool-Grade 12, will be developed. Models for training food service personnel, school nurses, teachers for grade K-6 will be designed and tested for inclusion in the State Plan.

Activities - The activities planned for 1980 include 1) completing a statewide nutrition education and training needs assessment; 2) developing a State Plan for Nutrition Education and Training in Hawaii; and 3) designing and piloting training models for teachers, school nurses and food service personnel for the public and private schools and child care institutions.

Involvement - It is expected that all seven school districts in the State will participate in Nutrition Education and Training development activities. Participation of public and private schools and child care institutions is expected to be at or near the 100% level. This involves 228 public schools, 139 private schools and 185 child care institutions.

The development of the State Plan will include input from the 36 member State Nutrition Education Advisory Council, the Technical Review Committee of the Department, and other interested parties.

Evaluation - Evaluation will be conducted throughout the development stages of the State Plan for Nutrition Education and Training in Hawaii. Separate evaluations will be designed for the various components, such as the development and piloting of the training models.

A formal evaluation of the Nutrition Education and Training Program will be conducted by an external evaluator under contract to the Nutrition Education and Training Program at least annually in accordance with Section 227.31c of the Nutrition Education and Training Program Final Regulations published May 15, 1979. This evaluation will assess the effectiveness of the major Nutrition Education and Training development activities undertaken. The results will be used to refine activities and to revise developmental plans for the future.

Contact Person: Mrs. Lorraine Simich, Educational Specialist II, Nutrition Education and Training Program, General Education Branch, Office of Instructional Services, 1270 Queen Emma Street, Honolulu, Hawaii 96813

PROJECT OUTREACH AND UPLIFT THROUGH ADULT BASIC EDUCATION

Development Dates: October 1979 to April 1980

Objectives: To assist 250 adults articulate and achieve their educational objectives; to reduce the attrition rate of 40% in the academic classes.

Description: Need - While the majority of adults in adult education are highly motivated and goal-oriented, a significant number are not, as reflected by the 40% attrition in attendance in academic courses. The target students are the approximately 250 enrollees needing basic education.

Products - Curriculum preparation (special plans).

Activities - The objectives of the project are to be attained chiefly through:

(1) Selection of appropriate personnel and provision of services:

PERSONNEL

Teachers (2)	To provide instruction in language arts and computation skills.
Recruiter-Counselor	To recruit and provide the data and support which will enable students to continue their education; to guide individual assessment and student articulation of objectives.
Program Coordinator	To coordinate and supervise all activities to mobilize school and community resources.
Curriculum Preparer	To develop relevant materials which will motivate students to complete and continue their education.

(2) Promotion of self-motivation and self-reliance.

Methods for promoting self-motivation and self-reliance include, but are not limited to, becoming knowledgeable in estimating present competencies, setting self-determined goals, developing/executing individual learning plans, and selecting/designing/assessing an evaluation plan.

Involvement - Aiea Community School is the site of this project. A staff of 2 teachers (17 hours/30 weeks), 1 recruiter-counselor (7 hours/30 weeks), 1 program coordinator (10 hours/30 weeks)

and 1 curriculum preparer (10 hours/30 weeks) provide services to over 250 adult enrollees needing basic education.

Evaluation - The evaluation of effectiveness will be determined by attainment of individual objectives and by the reduction of dropout rate in the academic classes.

Contact Person: Mr. Yukio Toguchi, Principal, Aiea Community School of Adults, 98-1278 Ulune Street, Aiea, Hawaii 96701

READING TO LEARN: INTEGRATING THE TEACHING OF READING
IN THE SECONDARY CONTENT AREA CLASSES

Development Dates: September 1979 to June 1982

Objectives: To maximize secondary students' ability to read purposefully and effectively the materials presented to them in the social studies, science, and language arts classes, in order to develop students who are more knowledgeable and skilled in using the concepts of the content areas; to provide the teacher with more effective tools for accomplishing his/her own subject-matter objectives, thus helping the teacher become even better at his or her own specialty.

Description: Need - The Stanford Achievement Tests, Advanced Level, administered to the 8th graders at Highlands Intermediate School in the Fall of 1978 revealed a need to improve learner competencies. An analysis of the Reading Comprehension subtest showed that the passages were either language arts, science, or social studies-related and that students performed below the national norm on 64% of science-related questions, 64% of social studies-related questions, and 44% of language-arts related passages. Moreover, pre-service training of secondary teachers has offered limited or no training in helping students read and understand the concepts of science, social studies, and literature contained in the texts. Therefore, a systematic and comprehensive approach is needed.

Products - By the end of the third year of the project, products developed will include: Sourcebook of Guidelines and Sample Instructional Strategies, Handbook of Teacher Training Modules, and reading study guides for selected curricular areas.

Activities - Inservicing of project teachers on concepts of the Assessment and Improvement Process will be the emphasis during the first year of the project. These concepts will be the basis upon which the content area teachers in the project will assess student needs, analyze their materials, and develop strategies to help students overcome difficulties in comprehending these content area materials. During the second year, the project will expand to include any of the staff who did not participate during the first year. Further, draft materials produced during the first year will undergo refinement after classroom testing and evaluation by school personnel and Curriculum Research and Development Group (CRDG). The third year will focus on final revision of those products which might be of use to other schools.

Involvement - By the end of the third year, the project will be imple-

mented with 100% of the grades 7 and 8 science, social studies, and language arts teachers. In addition, one science teacher from Our Lady of Good Counsel School will participate in the inservicing.

Evaluation - Evaluation activities will include responses of project teachers on questionnaires, a log of teacher participation in project activities, a log of trial use of sample instructional strategies, student performances on teacher-developed tests and/or teacher observations on the appropriate performance expectations and objectives specified in the Department of Education's Program and Curriculum guides, and informal teacher evaluation and commentary on the impact of the strategies on student attainment of course objectives.

Contact Person: Mr. Shigeo Ushiro, Principal, Highlands Intermediate School

Mrs. Judy Higa, Instructional Improvement Facilitator, Highlands Intermediate School, 1460 Hoolaulea Street, Pearl City, Hawaii 96782

SUCCESS IN BEGINNING READING AND WRITING

Development Dates: July 1, 1979 to June 30, 1980

Objectives: To determine the effectiveness of the Success in Beginning Reading and Writing program in three different program settings; to develop optional inservice training packages for teachers.

Description: Need - Analysis of standardized test scores has indicated need for improving student performance on reading tasks such as comprehension, vocabulary development and meaning-based word recognition skills in urban, inner city and rural settings.

Directly addressing these problems is the Success in Beginning Reading and Writing Program. This project has been undertaken to validate the effectiveness, suitability, and timeliness of the "Success" program for use in Hawaii.

Products - An inservice training package, including video tape cassettes will be developed.

Activities - Activities fall into the three major categories of pilot trials of the "Success" program in three different program settings, provision of inservice training to the pilot trial teachers, and development of an in-service training package.

Involvement - School level Title IV-C "Success" mini grants and this validated project have been integrated into a dual but unified project. The project is a cooperative, coordinated venture among parents, schools, the district office, the Office of Instructional Services and the principal consultant, Dr. Anne Adams.

Three elementary schools in the Windward district have been formally designated as trial sites. These are Waiahole Elementary School, Hauula Elementary School, and Ben Parker Elementary School.

Approximately 15-30 teachers are involved, serving about 450-800 students. Although the focus is on the primary grades, students in grades 4-6 are included in the project.

Interested schools in other districts may be designated as cooperative trial sites but will not be part of the formal evaluation.

Evaluation - Effectiveness will be measured by pre-post analysis of the Comprehensive Test of Basic Skills (CTBS), attainment of lesson objectives, and interviews and teacher feedback

on inservice training packages, including the video tape training cassettes.

Contact Person: Mr. Kenneth Yamamoto, Educational Specialist II, Elementary Language Arts-Reading, General Education Branch, Office of Instructional Services, 1270 Queen Emma Street, Honolulu, Hawaii 96813

This section provides brief descriptions of continuation projects for the purpose of up-dating the information on each project.

For more information the reader is directed to Information and Dissemination Series 4 on Experimental, Developmental and Demonstration Programs, Projects and Activities, December 1978.

ENERGY USE AND THE ENVIRONMENT PROJECT

Development Dates: July 1, 1978 to June 30, 1980

Objectives: To improve literacy in energy use and the environment. This objective will be attained by strengthening student-teacher interactions through the development and implementation of curricula and classroom instructional support services as they relate to energy use and the environment.

The emphasis this year will be to: 1) finalize the 22 instructional modules and the support system to guide classroom application of improvement strategies in energy use and the environment; 2) pilot-test instruments for measuring student needs and achievement in energy use and the environment.

Activities: Continue the development of curricular materials and support system to guide classroom application of improvement strategies for energy use and the environment.

A communication network based on a center accessible to all students, teachers and community groups is in operation at Moanalua Intermediate School.

Staff development activities are being conducted to promote supportive relationships in classrooms and school level assessments related to instruction.

Contact Person: Mr. Miles Muraoka, Educational Specialist II, Science, General Education Branch, Office of Instructional Services, 1270 Queen Emma Street, Honolulu, Hawaii 96813

THE HAWAII BILINGUAL/BICULTURAL EDUCATION PROJECT

Development Dates: December 1974 to June 1980

Objectives: To plan, develop, and implement a bilingual/bicultural education program in language arts, mathematics, and cultural studies in selected elementary classes for Hawaii's limited English-speaking children who are speakers of Ilokano, Samoan, Korean, Chinese, and Japanese. The project aims to assist these limited-English speakers to learn academically through their native language, to gain proficiency in English in order to participate successfully in regular classrooms, and to develop positive self-image and acceptance and respect for their native languages and culture.

This year the project will include four additional languages, Pilipino (Tagalog), Vietnamese, Tongan and Hawaiian.

Activities: For the school year 1979-80, the project will continue to field-test a transitional model in bilingual/bicultural education at the K-6 levels using Ilokano, Samoan, Korean, Cantonese, and Japanese. The model will also be used with four additional languages Pilipino (Tagalog), Vietnamese, Tongan, and Hawaiian.

Evaluation activities will include administering sections of the Stanford Early School Achievement Test and the Stanford Achievement Test to a sampling of regular students in order to develop Fall and Spring norms. These norms will be used to compare the achievement of the target population with the regular population.

Contact Person: Ms. Belen Ongteco, Educational Specialist II, Bilingual/Bicultural Education Project, Development Services and Continuing Education Branch, Office of Instructional Services, 1270 Queen Emma Street, Honolulu, Hawaii 96813

HAWAII PROJECT FOLLOW THROUGH

Development Dates: July 1, 1967 to June 30, 1980 (end of 3-year funded period)

Objectives: To develop institutional centers (within selected Hawaii schools) for extending the educational gains made by disadvantaged children in the preschool project, Headstart, and other similar quality preschool programs, in order to help children in grades K-3 to become self-confident, responsible, inventive, and productive; to develop model institutional centers (within selected Hawaii schools) where the developmental-interaction approach to early childhood education is implemented, can be demonstrated, and is available for observation and evaluation for the purpose of replication in Hawaii schools and possibly in other schools of similar communities; to develop and refine strategies for evaluating, disseminating, demonstrating, and replicating elements of the developmental-interaction approach to early childhood education in other Hawaii schools.

An additional need the project will address this year is to assist disadvantaged parents with their educational and social development.

Activities: Among the planned activities will be the implementing of newly funded project of developing parent leadership for effective participation in education through community aide and consultative experiences on an honorarium basis; continuing efforts toward increasing parent participation in school activities which may have to be scheduled more frequently at nights; designing new approaches to in-servicing teachers interested in implementing aspects of the developmental-interaction approach to early childhood education.

Contact Person: Dr. Janet Sumida, Educational Specialist II, Project Follow Through, Development Services and Continuing Education Branch, Office of Instructional Services, 1270 Queen Emma Street, Honolulu, Hawaii 96813

IMPROVEMENT OF SCHOOL PROGRAMS
IN MATHEMATICS THROUGH A COMPREHENSIVE FPAIS APPROACH

Development Dates: July 1, 1977 to June 30, 1980 (The 1979-80 component of a 3-year project proposal is reported here.)

Objectives: To reduce mathematics program deficiencies identified through state-level assessments by developing learning materials and teaching strategies and initiating a program for in-depth training of school-level leaders in the use of new materials, teaching strategies, and Foundation Program Assessment and Improvement System (FPAIS) methodologies for program improvement in their schools.

The emphasis this year will be on 1) reassessing mathematics program deficiences using Stanford Achievement Test results; 2) developing, adapting, or revising modules (learning and teaching strategies); 3) refining the leadership training model for school program improvement; and 4) planning for the continuation of school program improvement activities after the project has ended.

Activities: Activities for the year will include:

1. Continuing the development and pilot-testing of project products.
2. Continuing to conduct and evaluate leadership training sessions.
3. Finalizing non-commercial project products for printing and dissemination.
4. Planning for the inclusion of project products for school mathematics improvement.

Contact Persons: Mrs. Kathleen Nishimura, Project, Coordinator, General Education Branch, Office of Instructional Services 1270 Queen Emma Street, Honolulu, Hawaii 96813

INDIVIDUALLY GUIDED EDUCATION (IGE),
PROGRAM IMPLEMENTATION

Development Dates: July 1, 1978 to June 30, 1980

Objective: To introduce the Individually Guided Education Program of Change to the principals, faculties, parents and students of ten elementary schools in the Maui District; to provide the training and support to enable each of the schools to become an IGE school.

The main thrusts of the second and final year of the project will be to: 1) implement IGE in eleven Maui District elementary schools; 2) provide introductory training in nine Maui District schools and several private schools; 3) conduct an IGE clinical workshop to train Maui personnel and facilitators from the three other school districts and the Office of Instructional Services of the Department of Education; 4) establish a League of IGE schools in the Maui District.

Activities: The highly successful IGE Clinical Workshop conducted in July will serve as the take-off point for the IGE activities to be conducted during this project year. Among the planned activities are:

1. Providing on-the-spot consultation services to those teachers who participated in the clinical workshop and are utilizing IGE concepts in their classes.

2. Working with the four principals who participated in the workshop to develop and implement change strategies to facilitate individualization and continuous staff development.

3. Arranging and conducting sharing sessions among teachers and principals who participated in the clinical workshop.

4. Conducting training sessions for personnel not previously involved in such training.

5. Providing help in conducting "we agree" sessions at schools upon request.

6. Planning and conducting another clinical workshop for interested participants.

7. Publishing the Maui District IGE Newsletter once a month for distribution to all personnel in the District.

8. Arranging for visitation to three IGE schools in California by two elementary school principals in November or December.

9. Utilizing human development activities in a class or school.

10. Planning strategies to create an awareness of the need for and interest in a re-examination of a school's improvement program.

Contact Persons: Mr. Michael H. Hazama, Deputy District Superintendent, Maui District Office, P.O. Box 1070, Wailuku, Hawaii 96793

Mr. Douglas H. Holt, IGE Facilitator, c/o Paia School, P.O. Box 697, Paia, Hawaii 96779

Mr. Clifford M. Horita, District Liaison Specialist, Molokai Liaison Office, P.O. Box 920, Kaunakakai, Hawaii 96748

MULTICULTURAL AWARENESS PROJECT

Development Dates: November 1975 to June 1980

Objectives: To develop, test and prepare multicultural instructional components and ancillary materials for dissemination in the schools of Hawaii.

This year the project will include working with the Hawaii Bilingual/Bicultural Education Project in field testing and evaluating the Ilokano, Korean and Samoan revisions of the multicultural materials for grades 4-6.

Activities: For the 1979-80 the project will:

1. Complete the final revision of the intermediate (grades 7-8) component on multicultural support materials based on the pilot experience and field test these materials in some Oahu school classes.

2. Develop a one-year course on Hawaii's Cultural Heritage.

3. Complete the development and revision of the Modern Hawaiian History course for the high school and field test these materials.

4. Complete the revision and field testing of the detailed conceptual structure for the multicultural high school program which guides the selection of appropriate content and student activities.

5. Complete the revision and field testing of the five instructional modules for high school Component B pilot tested last year, develop five additional modules focusing on student leadership and decision making skills and pilot test all of these modules.

6. Complete the revision of the Ilokano, Korean, and Samoan versions of the multicultural materials for grades 4-6 and pilot and field test these materials.

7. Revise, field test, and complete camera ready copy of the secondary school community resource manual.

8. Plan and provide four 3-hour sessions for district educational specialists and teachers involved in the installation of the elementary program materials (grades 4-6); four 3-hour sessions for teachers involved in the Modern Hawaiian History course field test (grades 11-12); two 3-hour sessions for teachers involved in the intermediate component (grades 7-8); and two 3-hour sessions for teachers field testing high school Component B.

9. Complete development of a suggestive inservice model and dissemination plan for the 7-8 program and for the high school Components A and B.

10. Prepare a recommended installation plan, including cost estimates as well as inservice and field service models for program implementation.

Contact Person: Mrs. Elaine Takenaka, Educational Specialist II, Social Studies, General Educational Branch, Office of Instructional Services, 1270 Queen Emma Street, Honolulu, Hawaii 96813

PHILOSOPHY FOR CHILDREN

Development Dates: July 1, 1978 to June 30, 1980

Objectives: To increase the reasoning ability and reading skills of children through a planned curriculum for teaching philosophy to fourth, fifth, and sixth graders in selected elementary school classrooms; to train teachers in the use of materials developed by the Institute for the Advancement of Philosophy for Children.

The emphasis this year will be:

1) improving the data base in order to substantiate program effectiveness in reading, reasoning and moral development in project students in grades 5 and 6;

2) continuing to involve teachers and students in the Hilo area schools;

3) developing a teacher training model to assist in the replication of the program in other schools in Hawaii.

Activities: Major activities will include a two-week, 3 credit workshop in August to introduce new teachers to the materials developed by the Institute for the Advancement of Philosophy for Children and to provide continuing teachers a review of essential information on philosophy and logic. In addition, seminars in techniques of conducting philosophical discussions will be held regularly during the year. These will be augmented by on-site classroom visits and individual consultations.

Contact Person: Dr. Nobuko Fukuda, Professor of Education, University of Hawaii at Hilo, P.O. Box 1357, Hilo, Hawaii 96720